DOCUMENT RESUME

ED 142 266 JC 770 397

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TITLE Northern Illinois Learning Resources Cooperative: A Study in Sharing.
PUB DATE 18 Apr 77
NOTE 22p.; Paper Presented at the Annual Convention of the American Association of Community and Junior Colleges (57th, Denver, Colorado, April 17-20, 1977)

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Audiovisual Aids; Audiovisual Centers; Community Colleges; *Consortia; Cooperative Planning; Copyrights; *Instructional Materials Centers; *Instructional Media; Instructional Technology; *Interinstitutional Cooperation; *Junior Colleges; Resource Materials; Shared Services

ABSTRACT

In order to meet the instructional support needs of a diverse student population, nine community colleges joined to form the Northern Illinois Learning Resources Cooperative (NILRC). Chartered as a not-for-profit corporation and initially funded with a grant from the Illinois Board of Higher Education, the aims of NILRC are to reduce duplication of effort by exchanging locally produced, non-copyrighted audiovisual materials, to cooperatively purchase commercial media, to provide inservice workshops, and to share information on equipment, resources, and procedures. Participating colleges have access to materials through a computer-based catalog system employing telephone and teletype equipment for immediate search analysis. Pooled resources include slides, cassette players, videotape, typewriter rental, nonprint listening/viewing, audiovisual equipment loan, facilities for developing instructional media, and provision of individual and group meeting areas. A brief history, a copy of the legal agreement signed by participating colleges, and goals for continued development are appended. (RT)

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Northern Illinois Learning Resources Cooperative:

A Study in Sharing

April 18, 1977

Presented by
Vicky Smith,
Associate Dean for Learning Resources

Moraine Valley Community College

I'm pleased to be able to share with you, some of the experiences of a cooperative called NILRC. Since I will probably continue to use that acronym, I think I should give you an explanation and a brief description of what NILRC stands for. The letters N-I-L-R-C stand for Northern Illinois Learning Resources Cooperative, which is a not-for-profit corporation with a charter from the State of Illinois. It is presently composed of nine community colleges in the suburban Chicago area. The corporation is now three years old.

As I was putting together the material for this presentation, I had to make certain assumptions about the audience.

--1) One was the assumption that you were in some way connected with a community or junior college and were aware of the problems of meeting the needs of a diverse faculty and student population with limited resources.

--2) Secondly, I assumed you probably had not had much experience with the type of cooperative activities that NILRC encompasses.

I, therefore, felt the following outline should be followed:

-- First, a brief discussion of cooperatives and their advantages in general.

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-- Secondly, a quick scan of the Illinois community college system as a basis for the NILRC DEVELOPMENT.

-- Thirdly, discussing the learning resources center concept and its role in the community college

-- Fourth, the things that led to the organizing of NILRC.

-- Then, I will show a slide presentation which will provide specific information about NILRC.

-- Lastly, I will distribute handouts of those materials most audiences have asked for, and I will entertain questions at that time.

In trying to define a cooperative, I think the following is a useful definition:

> A co-op or consortium is a project, activity, or organization in which individuals or institutions invest their time, energy, and sometimes money in hopes of being rewarded with some greater return for their efforts. In a cooperative activity, individuals and institutions can achieve goals which might not have been possible individually.

There are cooperatives in all areas of our daily lives. Cooperation among businesses and agriculture groups are commonplace. Consumers are banded together to save money through food cooperatives, and group purchasing of essential materials. Schools band together to purchase major supply items at reduced rates. Centralized 16-mm film libraries is another example of cooperative efforts in public education today. Libraries are also entering into agreements to help alleviate the problems of decreasing budgets and increasing demands. In Illinois our state is covered by a network of library

systems encompassing public, school, and higher education institutions. Part of the Chicago area is in the Suburban Library System, while other areas are covered by the DuPage Library System and the North Suburban Library System. These systems were organized as a formal vehicle for meeting the informational needs of all the state. In some cases, these systems have entered into cooperative agreements among systems. The Suburban Audiovisual Service is an example. It provides the systems involved with an extensive film collection, talking books, records, equipment repair, group purchase of essential supplies, and on and on.

What makes entering cooperatives of value to its members?

Advantages would include:

-- SAVING MONEY

- in real terms, money is saved if, as a group, a reduction in costs are available.
- but, it is also possible to save money if, in spending same money, you get more for it than would be possible as an individual.

-- IMPROVE SERVICE -- not only is it probable that cooperatives can provide services not available to an individual institution, but existing services can, many times, be improved through interaction and shared expertise of the group.

-- ELIMINATE DUPLICATION -- This is the reason many libraries enter cooperative agreements. No one institution could purchase all the materials requested or needed, yet through cooperative agreements, resources of participating institutions can be developed in depth in specified areas, rather than trying to meet all needs.

-- OBTAIN FUNDING -- sources of funding today, tend to view in a more benevolent manner those requests for funds which represent a group effort with broad utilization through cooperatives, the chances for funding may be better than an individual institution's chances.

-- CAPITALIZE ON TECHNOLOGY -- In cooperative arrangements, it is possible to invest in automated services or expensive production facilities which can be shared by the group. If left up to the individual, many would not have the extensive use of certain technologies to invest money, yet do have occassional needs that have to be met.

-- SHARE IDEAS -- The intangible benefit of many cooperative arrangements is the vehicle it provides for interaction between professionals. Since it is impossible for one person to know everything, and hard for us to admit, the sharing of ideas is an important aspect.

To understand how NILRC developed as a cooperative, an explanation of the community college system in Illinois is in order. Most of Illinois' community colleges have been established in the past ten years following the Community College Act of 1965, even though we do lay claim to the oldest public junior college in the nation which is Joliet Junior College (and, a member of NILRC). This legislation defined the curriculum missions of the colleges, provided funding, determined boundaries, and established guidelines for various procedures.

As you can see from a map of the districts in the state of Illinois, there is a variation in the geographical areas included in each. The basis for the size of each district was based primarily on population. Southern Illinois

college districts are much larger than those surrounding the Chicago area. The close geographical proximity of these northern districts is another factor in the establishment of NILRC.

Because of the nature of the mission of the community colleges in Illinois, mainly the "open door" policy, a diversity of students, teachers, and instructional strategies were a natural development. To meet the instructional support needs of this diverse population, the learning resources center philosophy was embraced. A major investment in physical plants, multi-media collections, strong graphics/television production facilities, and fairly good staffs and budgets resulted in a resources program to satisfy the instructional support goals of the institution. This commitment to the learning resources center philosophy was another factor which contributed to the establishment and success of NILRC.

I have identified two factors which contributed to NILRC's inception. One was geographical. Let's look at a road map for the northeast part of the State of Illinois. You can easily identify Chicago, with Wisconsin to the north, Lake Michigan on the east, and Indiana to the southeast. An overlay shows the number of community college districts that are located in close proximity to each other. This overlay illustrates the relative location of those institutions who are presently members of NILRC. As you can see, they are in relatively close driving distance.

The second factor I mentioned was the commitment of these institutions to the philosophy of a comprehensive, integrated learning resources center. Since each institution's budget could not meet every need of its constituency, it was believed that the schools could enter into an agreement to provide the following services:

-- Exchange of locally produced, non-copyrighted materials;

-- Cooperatively purchase commercially produced materials;

-- Provide inservice workshops for faculty and LRC staffs;

-- Share information.

The following slide presentation will explain more thoroughly the history of the cooperative and its present activities.

Northern Illinois Learning Resources Cooperative:

(Slide/Tape Presentation)

Because of the explosion of information in our technological society, today's schools are faced with a totally new and different student. With this increased knowledge and with easy access to this information, today's student is walking into the classroom better equipped to discuss and to solve the contemporary problems that are facing our society.

To meet the demands and needs of this student, the schools are faced with a difficult task of incorporating new media into the curriculum. Accepting this task, the community colleges have led other educations institutions by adopting the concept of the Learning Resource Center. The Learning Resource Center is based on the philosophy that each student should have access to as many sources of information as possible. In one sense, the LRC is the traditional library, that is, the LRC is a repository of printed materials. The LRC however, plays a more important role in that it is also a source of more modern mediated information. The LRC therefore, offers today's student an option to learn with a variety of mediated sources or to follow more traditional learning stratagems.

The residents of Northern Illinois are fortunate in having many community colleges that have adopted the Learning Resources concept. Recently, nine of these schools initiated the Northern Illinois Learning Resources Cooperative. This cooperative developed from a recognized need for these institutions to provide their students with a wide range of resources at a nominal cost to the institutions. The original idea of this cooperative stemmed from the now defunct Northern Illinois Television Association. This organization was to make videotaped materials available through the medium of broadcast television. Although the organization did not succeed, the community colleges recognized the need for some type of a media cooperative.

In 1973, Dr. G. Robert Darnes of the Illinois Community College Board, renewed the interest in the media cooperative. The purpose of this new cooperative, however, was expanded to include the exchange of all copyright-free materials, regardless of their format.

In 1973, with a grant from the Illinois Board of Higher Education, nine Chicago area community colleges; College of DuPage, Elgin Community College, Joliet Junior College, Prairie State College, Moraine Valley Community College, Thornton Community College, Triton College, Waubonsee Community College, and William Rainey Harper College, formulated the Northern Illinois Learning Resources Cooperative. With an additional grant, NILRC continued it's operation until it became a not-for-profit corporation.

NILRC operates as a means for the cooperating college to exchange materials and ideas to enable them to meet their educational goals. Although these schools entered the cooperative with nine different educational philosophies, and nine different approaches to meeting the needs of the community college student, they were bound together by four mutual goals:

1. To reduce duplication efforts by sharing locally produced audiovisual materials.
2. To cooperatively purchase commercially produced materials.
3. To conduct in-service workshops for the faculties.
4. To share information on equipment, resources, and procedures.

To meet their most basic goal, the sharing of materials, NILRC has instituted a computer-based catalog system. This system is housed at the Computer Center at Waubonsee Community College. With this system, it is possible to search for mediated materials produced by sister institutions. In the near future a CRT Computer Terminal located at each member's college, could search the entire holdings of NILRC. The information sought after is carried over telephone lines and is received by a computer phone modem located at the requesting institution. After the necessary information has been found, a

printout may be returned to the requesting institution via a teletype machine connected to the phone modem, thus making the information immediate. These printouts list the media by subject, originating college, media format, title and in the future, by the Library of Congress Classification Number.

This system is as effective as the quality and quantity of the NILRC resources. Individually, the member schools provide the quality that is needed in the media. Through the cooperative, the quantity of media is assured. For example, the College of DuPage has a variety of locally produced media that serves the needs of its 36 vocational programs and its full academic transfer program. The College's television services and materials production division have developed mediated programs ranging from Nursing and Radiologic Technology to Photography and Child Development. Because of the cooperative, these excellent programs are available to all NILRC members. Because the NILRC members have individual programs that are unique to their particular schools, the other school's programs are enhanced by the cooperative.

In the case of Elgin Community College, its Human Services Division is a unique strength of the colleges instructional program. Both this division and the college provide NILRC members access to much needed programs in Juvenile Corrections, Child Care, Mental Health and many more.

William Rainey Harper College, one of the largest institutions in NILRC, has made available a large collection of locally produced and non-copyrighted materials. From its previous work in a television cooperative, Harper, as a NILRC source, has an extensive videotape library, that exceeds 500 copyright-free programs. In addition to these video programs, NILRC members also have access to Harper's large collection of media, including its collection of several hundred color slides on environmental issues. Harper's production

facilities are also available to NILRC participants. Harper is able to provide expertise in the development of instructional materials in cooperation with other schools in the cooperative.

Joliet Junior College represents an enrollment of over 7,500 students and degree programs in over 40 academic areas. Being the oldest college of its type in the country, Joliet has seen and participated in many changes in the junior college movement. With its comprehensive course offerings in both vocational and academic transfer programs and with its newly completed campus, Joliet Junior College provides a valuable resource base to NILRC.

The Learning Resources Center at Moraine Valley Community College offers the faculty and students a variety of instructional resources and equipment for use as part of the learning experience. Moraine Valley is organized as a "cluster college," which arranges content disciplines throughout a variety of divisions rather than within traditional departments to provide the student a choice in his learning environment. The LRC supports this wide range of educational styles by providing individualized and group meeting areas, with facilities to develop materials to support the instructional mission of the college.

The philosophy and the collection of the Learning Center at Prairie State College is committed to the "Generic Book." The integrated services of the center include complete color video studio and audio studio with necessary support facilities and four core areas from which projection can be remotely made into thirty-two classrooms with control of the production maintained by the instructors in the classroom. By individualizing the instruction there is high usage of equipment by students for class assignments resulting in the circulation of more than one thousand audio cassette players

weekly, The complete portability of the equipment has given us a built-in flexibility for the future.

Thornton Community College serves an area consisting of twenty different towns and villages in south suburban Chicago. In 1975, Thornton developed a unified learning resources program. Initially combining library and audio-visual services, the program later added tutoring; new types of audiovisual loan equipment for students, typewriter rental, and nonprint listening/viewing facilities. Additionally, production of instructional materials and television programs are also available to provide a full service facility.

Triton College began in 1965 and has grown to become one of the largest colleges in the Chicago area. It possesses a large and comprehensive Learning Resource Center providing access to a variety of mediated materials. Since the school is committed to a progressive independent learning program as well as a traditional approach to college level training, the LRC provides a variety of supportive facilities, ranging from a full color television studio to a well equipped and staffed Media Production Center. In addition to ordinary mediated materials, Triton provides NILRC members access to the many programs produced by the Eugene Cernan Space Center. In total, Triton College, as does other members, plays an important role in this cooperative.

Waubonsee Community College is located 45 miles west of Chicago. In sharp contrast to its sister institutions, Waubonsee is located in an agricultural setting. Waubonsee's LRC has many fine production facilities which are used to develop instructional materials for its various teaching modes. Waubonsee, like its sister institutions, has found that membership to NILRC compliments its own media holdings. Many of its individualized programs, as well as its traditional classes, make use of the NILRC holdings.

The diversity and the commitment of its members has made NILRC a functioning reality. Since its firs. year of operation, NILRC has realized its first goal of sharing locally produced materials. Although NILRC has a vast reservoir of locally produced media, the need for highly specialized commercial resources has been recognized. Through this cooperative the member schools now own the highly acclaimed video series The Ascent of Man. Because of this cooperative purchase, NILRC has saved its member schools $6,000 each. Similar purchases will continue to be the goal of NILRC. With free exchange of media being the cornerstone of this cooperative, the communication of ideas is its foundation. NILRC recognizes the need to keep its faculty up to date with the ever increasing innovations in education. Plans are now underway to sponsor several material awareness programs to encourage faculty usage and exchange of NILRC materials.

Learning Resource Centers were developed because of the need to meet the demands of a student already living in the 21st century. Through the Northern Illinois Learning Resources Cooperative, participating schools are now better equipped to meet those needs. The significance of NILRC does not come from the benefits to the member schools, instead the significance of NILRC has been, and will continue to be, its ability to meet the educational demands of the community college student.

Northern Illinois Learning Resources Cooperative

BACKGROUND OF THE NORTHERN ILLINOIS LEARNING RESOURCES COOPERATION

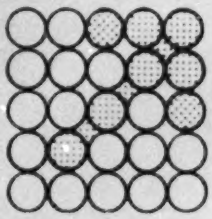
The original concept of NILRC started approximately six years ago when a group of people from most of the community colleges in the Chicago and suburban area met together to establish a cooperative arrangement for the use of television materials. Due to some problems that cooperative never materialized. About two years ago several people who had attended many of those first meetings still felt that there was a need for cooperative exchange of materials, only a much broader base; those of the entire Learning Resources Center. That group representing eight different community colleges in the suburbs of Chicago sat down and identified some of the criteria that they felt would make an effective cooperative.

Criteria included an easy exchange of materials, the ability to make copies so that the individual college could use those materials whenever it wanted without the necessity of transporting back and forth, a catalogue of all those materials and an organization that might provide a clearinghouse function for participants. Invitations were sent to most of the community colleges in the suburban area of Chicago and of those only eight indicated interest in planning a cooperative. Those eight colleges are: Joliet Community College, Waubonsee Community College, Elgin Community College, College of DuPage, Moraine Valley Community College, Morton Community College, Triton Community College, and Harper Community College.

A grant was applied for to the Illinois Board of Higher Education through funding under the Inter-Institutional Cooperative Act. A year's funding was granted for the planning and development of the Cooperative. In that year the name of the organization was decided upon, a legal consultant on copyright was commissioned; bylaws, agreement forms, and other materials in support of the organization were developed. Also, a computer program was prepared for catalogue entries and a sample listing of materials from each community college was supplied for this initial catalogue. It was understood that these materials being submitted were to be used as samples for the catalogue and not necessarily available in the Coop until all copyright questions had been cleared. A final report was submitted to the Illinois Board of Higher Education early in the Fall of 1974. Another grant was applied for and funded in April, 1975 for the cooperative to operate for one additional year on a pilot program basis.

The objectives of this year's operation are to test the planned design for the cooperative; to expand the availability of the cooperative to more institutions in the suburban area of Chicago; to investigate future sources of funding; and to expand and update the survey of resources (the catalogue). An initial step in meeting these goals is to obtain signed agreements with the Boards of Trustees of the community colleges who wish to participate.

Northern Illinois Learning Resources Cooperative



THIS AGREEMENT is between the Northern Illinois Learning Resources Cooperative, a not-for-profit corporation of Illinois, with its principal offices at William Rainey Harper College, Palatine, Illinois, (hereinafter called NILRC) and _____ located at _____, Illinois, (hereinafter called the College).

1. The College is hereby admitted to NILRC, in pursuance of the Articles of Incorporation and By-Laws of NILRC.

2. NILRC agrees to compile a catalogue and other listings of non-written materials such as audio, visual, audiovisual, films or tapes, video tapes, kinescopes or recordings, together with related written auxiliary or explanatory materials for said non-written materials, such materials being hereinafter referred to as "Listed Works," submitted by NILRC members from time to time and to provide the College with said materials.

3. College agrees upon NILRC's request: to provide NILRC with listings of listed works which College is willing to contribute; to use its best efforts to make available to NILRC for copying, printing, reprinting, or otherwise duplicating, after a reasonable period of time, a copy of such listed works which may be

duplicated; and to loan to NILRC the original or a copy of such listed works which may not be duplicated.

4. College agrees: to designate all listed works originated or controlled by it as "College Originated," and, for all such "College Originated" works, warrants that it has the right to license NILRC and its members to reproduce the work and to deliver, to perform, to exhibit or to present the work. During and after the term of this agreement, the College will indemnify and save harmless NILRC and its members from all damages, costs, and expenses including attorney's fees by any person claiming to be an originator of the licensed work, or persons claiming copyright infringement. None of the provisions of this agreement shall be construed as obligating the College to indemnify or to save harmless any parties other than NILRC or its members. NILRC agrees to require of each member a substantially similar indemnity clause and warranties for the benefit of the College.

5. College agrees to designate as "Loan" those works for which it does not have the authority to grant duplication rights. College shall not be liable for any unauthorized copying, duplication, reprinting or other reproduction of a "Loan" work by others.

6. College grants to NILRC and to its members a non-exclusive license to duplicate, copy, print or reprint, or otherwise reproduce the listed works controlled by it and to deliver, to perform, to exhibit or to present the works designated as "College Originated" for educational use; NILRC agrees that it will not sell,

lease, loan or otherwise use, market or vend for profit any of the "College Originated" works to third parties and will require of its own members similar guarantees against sale or use for profit of such works licensed hereunder. College reserves all other rights and copyrights in its works licensed hereunder.

7. NILRC agrees that it will grant a non-exclusive license to College to reproduce any works originated or controlled by NILRC subject to the conditions that College shall not sell, lease, loan, market or otherwise vend the works for profit without the prior written consent of NILRC.

8. NILRC shall not be liable for any misrepresentation, mistake, inadvertence, or negligence of any member.

9. College may withdraw from NILRC, giving sixty (60) days notice in writing to the Board of Directors of NILRC. In the event that College should violate any provision of this agreement and shall fail to remedy the breach within thirty (30) days after written notice from NILRC, this agreement may be forthwith terminated by NILRC's written notice of termination to College.

10. In the event the College withdraws from NILRC and terminates this agreement, the licenses granted herein in paragraph 6 prior to the termination of this agreement shall continue with full force and effect.

11. The effective date of this agreement is the _____ day of _____, 1975.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed in their behalf and the respective corporate seals to be hereunto affixed, by their respective officers thereunto duly authorized, on the respective dates written below.

COLLEGE: _____

Executed on _____

ATTEST: By _____

_____ Its _____

Address _____

_____

NORTHERN ILLINOIS LEARNING RESOURCES COOPERATIVE, INC.

Executed on _____

ATTEST: By _____

_____ Its President

Address: William Rainey Harper College
Algonquin and Roselle Roads
Palatine, Illinois 60067

Northern Illinois Learning Resources Cooperative

Northern Illinois Learning Resources Cooperative
Long Range Plan

In an attempt to provide guidance for the future development of the Northern Illinois Learning Resources Cooperative, the following goals were identified as being appropriate to future endeavors for the Northern Illinois Learning Resources Cooperative. Each member of the board of trustees is responsible for one of these goals. They are as follows:

1. That 80% of the community colleges in an arbitrary line drawn north of Peoria become members of the Northern Illinois Learning Resources Cooperative by the end of the fiscal year, 1979. This will be accomplished by:

   (a) Accepting 40% of the potential community college members by the end of the fiscal year, 1978.

   (b) By acquiring the other 40% by the end of the fiscal year, 1979.

Person responsible: Pete Vander Haeghen

2. The cooperative production of instructional units through the use of combined resources of the members of the Northern Illinois Learning Resources Cooperative. This will be accomplished by:

   (a) Development of two units of instruction by fiscal year, 1978.

   (b) The production of two additional units of instruction by fiscal year, 1979.

Person responsible: Ted Sodergren

3. The Northern Illinois Learning Resources Cooperative will sponsor faculty exchanges that will encourage communications between the community college faculties and encourage the utilization of materials available through the Northern Illinois Learning Resources Cooperative. There will be:

   (a) Four faculty exchanges by fiscal year, 1977.

(b) Four additional exchanges by the end of fiscal year, 1978.

(c) Four additional exchanges by the end of fiscal year, 1979.

Person responsible: Tom Zimanzl

4. The Northern Illinois Learning Resources Cooperative will investigate cooperative purchasing in software, raw materials and hardware. This will be accomplished in the following steps:

(a) Each community college will be surveyed and asked to identify those items that they would be interested in cooperatively purchasing. This would include identification of item, model number and quantity. This survey will be completed by the end of fiscal year, 1976.

(b) Implementation of cooperative purchasing that the board agrees to would be advantageous to the members of the Northern Illinois Learning Resources Cooperative. This will be completed by the end of fiscal year, 1977.

(c) An evaluation of the cooperative purchasing done in the previous year. This will be completed by the end of fiscal year, 1978, and a decision will be made as to future cooperative purchasing ventures.

Person responsible: Chuck Lamkin

5. The Northern Illinois Learning Resources Cooperative will establish a data base to indicate accountability for the cooperative's activities. This will be done by:

(a) Identifying the data base by June, 1976.

(b) By the development of procedures and forms by September, 1976.

Person responsible: Jack Weiss

6. The Northern Illinois Learning Resources Cooperative will seek additional sources of funding. This will be accomplished by:

(a) Identifying additional sources of funding by September, 1976.

(b) One proposal requesting funding will be submitted by the end of fiscal year, 1977.

(c) One proposal will be submitted for additional funding by the end of fiscal year, 1978.

Person responsible: Dave Kozlowski

7. The Northern Illinois Learning Resources Cooperative will develop a system for the dissemination of information and services. This will be accomplished by:

   (a) Preparing materials for publication; at least two publications per year will be prepared..

   (b) The preparation and presentation of information at professional conference. Three of these will be presented per year.

Person responsible: Paul Goldman

8. The Northern Illinois Learning Resources Cooperative will continue to maintain and expand the computer catalog at Waubonsee Community College. This will be an on-going project with the distribution of one complete catalog to each Northern Illinois Learning Resources Cooperative member per year.

Person responsible: Ken Allen

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